

is the only real foundation on which, by comparison, he can build a correct conception of the world beyond his experience. Of all subjects, geography receives the greatest benefit from pictures. The increased use of these in our schools is remarkable. Magazines and educational papers illustrating geography are now seen in most schoolrooms. Extensive use has been made of tourist guide-books, illustrated papers, posters, and labels or advertisements of products, both home and foreign. Projects have been successfully worked; scrap-books and collections of pictures have given the children a real interest in and a better understanding of their work. Teachers are to be congratulated upon the good results in the teaching of geography. Several of the schools in compiling their lists of library books take care to include a number that correlate with the teaching of geography and history, and thus increase the opportunities for undertaking interesting project studies.”—(*Wellington*.)

“The research or project method has made some headway. We noted some excellent work. A Standard VI engaged in a co-operative project on butter found themselves lured into many by-paths, consulting year-books, extracting from newspapers, collecting pictures and advertisements, compiling statistics, and drawing graphs, sea routes, and maps. . . . We would like to see every class from Standard III upwards attempt some project. In the lower classes, of course, it would comprise chiefly the collection and classification of pictures or specimens to illustrate and amplify talks on a certain topic or topics.”—(*Hawke's Bay*.)

History.—“In many schools this subject has been treated carefully and on right lines, but the following points still need attention: (1) Better preparation on the part of the teacher; (2) fuller use of the story form in the presentation of the matter; (3) more use of pictures, diagrams, blackboard illustrations, chronological charts, &c.; (4) greater correlation with drawing and handwork; (5) use of blackboard summaries, which might be transcribed when the lesson is finished.”—(*Wanganui*.)

Class Libraries.—“The advance copies of the new syllabus naturally turned the thoughts of teachers to class libraries, through which they see the only possibility of putting into practice much of its spirit and purpose. If the syllabus has a wider reference and broader aim than its predecessors, the class libraries must fall into line. Their use, too, must take on a definite character not always manifest hitherto. Where there was no differentiation in class-organization, where the classification was accepted as more or less homogeneous, and where experimentation inspired no attempts with group or pair or individual methods, the class library was regarded in the same light as a general library—viz., as a means of entertainment. The necessity for utilizing the class libraries as reference libraries has raised in many quarters the question of adequacy of the present collections of books to meet individual as well as class needs. Several teachers have chosen their books with discretion, and have kept in view not only the demands of the curriculum, but the individual tastes of the children. Unfortunately, this has not been the general practice, too narrow an interpretation having been placed upon the term ‘library.’ The foresight and initiative of those teachers who have established good libraries will be richly compensated when the new syllabus is in full swing. Many libraries, however, will require extension not so much in quantity as in subjects and content. The schools as a whole however, have a long way to go before they are adequately stocked to meet all the demands that the immediate future is likely to make in the matter of wide and varied reading material for all the children.”—(*Canterbury*.)

Health and Temperance.—“Lessons in health are regularly given, but in many cases there is no definite programme and lessons on ‘fresh air’ and ‘cleanliness’ appear too frequently in many work-books. The increasing attention being given to organized games is a pleasing feature of our schools, and is having a marked effect on the general physique of the children, as well as making a valuable contribution to the development of character. Lessons on temperance appear in the schemes of health lessons, but we are of opinion that the teaching does not receive the attention that its importance demands.”—(*Auckland*.)

“In all schools the subject of health and moral instruction occupies a definite place on the timetable, although much of the instruction is given incidentally. Temperance is included in all schemes of work. In many schools tooth-brush drill is taken daily, and inspection of hair, hands, &c., is part of the routine. Organization of the lunch period has been carried out in a large number of schools.”—(*Wanganui*.)

“We are pleased to note increased attention to this important section of the curriculum. A representative of the Junior Red Cross Association has paid regular visits of instruction to a number of Dunedin City schools and to schools in North Otago. The instruction given by this lady has been of an inspiring nature. Interest in matters of health, dietetics, first aid, and home nursing has been stimulated by her visits, while the pupils have produced most creditable work in the form of posters, albums, and illustrated notebooks. It is pleasing to note that schools which have previously introduced tooth-brush drill are still continuing the practice. This is an activity which we should like to see extended. We again point out that many advantages arise from having an ‘organized lunch’ period, and invite all teachers to adopt the practice.”—(*Otago*.)

“Temperance is, in general, made part of the health course. We have seen schools and classes where the instruction is thorough and effective, but there is no doubt there are some schools where the instruction is of a somewhat perfunctory nature.”—(*Otago*.)

Vocal Music.—“Singing is showing a gratifying improvement. The influence of the training college and of the articles published in the *Education Gazette* by the Supervisor of School Music is making itself felt. Improvement is especially noticeable in the nature of the songs chosen and in musical appreciation. The gramophone is of great value in the teaching of this subject. More attention might well be given to voice-production exercises, to quality of tone, and to correct enunciation. We note with pleasure that more use is made of singing as a break in school work.”—(*Auckland*.)

“Singing is improving, though it is still relatively the weak subject of the curriculum. Neither the physical nor the mental attitude of the pupils is, as a rule, correct. Satisfactory results will not be obtained till teachers demand from their singing class that undivided attention seen in successfully